

University of La Verne: Humanities Assessment Rubric 12-10-2010

	Accomplished	Developed	Developing	Undeveloped
1. Student is able to <u>analyze</u> human intellectual and/or imaginative creations, including the context of their production	Student clearly demonstrates the ability to carefully and critically identify and examine the essential elements of human creations, and to do so with nuance, complexity, and in the context of their historical and social context	Student demonstrates the ability to carefully and critically identify and examine human creations, but lacks the sophistication of nuance, complexity, or context	Student demonstrates only basic skills in critical analysis. Analysis is simplistic and does not show careful attention to detail nor to the historical and social context of the production.	Student is unable to demonstrate the ability to critically examine human creations. Student relies on summary and stating the obvious rather than analysis
2. Student is able to <u>interpret, evaluate, and appreciate</u> human intellectual and/or imaginative creations, including the context of their production	Student clearly demonstrates the ability to interpret, or make meaning of, human creations, and can critically assess the significance, value and/or quality of those creations. Interpretations and evaluations are sound and reasonable given the context of their historical and social context	Student demonstrates a basic ability to interpret and evaluate human creations, but lacks the sophistication of nuance, complexity, or context	Student is able to provide an interpretation and evaluation of human creations, but the interpretation and evaluation are simplistic, based on shaky foundations, and do not pay attention to context	Student is unable to articulate possible meanings of human creations and is unable to evaluate the significance, value or quality of those creations.
3. Student is able to <u>recognize</u> how various works of cultural production illuminate enduring human concerns	Student clearly articulates how cultural productions illuminate enduring human questions, issues and/or themes	Student can articulate how cultural productions illuminate enduring human questions, issues and/or themes, but lacks the sophistication of nuance and complexity	Student struggles to see the connection between works of cultural production and enduring human questions, issues, and/or themes	Student is unable to see the connection between works of cultural production and enduring human questions, issues, and/or themes
4. Students is able to <u>recognize</u> how various works of cultural production illuminate changes in the human condition	Student clearly articulates how cultural productions illuminate shifts in human circumstances, struggles, and/or situations	Student articulates how cultural productions illuminate shifts in human circumstances, struggles, and/or situations, but lacks complexity and nuance	Student struggles to see the connection between works of cultural production and shifts in human circumstances, struggles, and/or situations	Student is unable to see the connection between works of cultural production and shifts in human circumstances, struggles, and/or situations